STATE OF WASHINGTON
PROFESSIONAL EDUCATOR STANDARDS BOARD

NEW EDUCATOR PREPARATION PROGRAM PRE-PROPOSAL
FORM 2

Program Information

Program Name: Educational Leadership

Institution Name: Seattle Pacific University

Degree Granting/Certification Unit School of Education

(e.g. College of Education)

Degree or Certification Only: Certification Only

Level: Administrator Professional Certificate

(e.g. Master's, Professional Certification)

Endorsement(s) (for teacher preparation):_____

Proposed Start Date: Fall 2007

Projected Enrollment (FTE) in Year One: 10   Projected Full Enrollment: 2010:30

                                                (year) (#FTE)

Institution Accreditation Status

X☐ Attach letter that verifies regional accreditation

☐ Attach letter that verifies HECB approval (for degree program)

Description of Resources to Support Program

Faculty: The Educational Leadership Department at SPU has a long history of preparing candidates at the master's and doctoral level degrees with specialization in Educational Leadership, as well as providing certification programs for both principal and superintendents. Currently, there are two full-time professors and three half-time professors in the program.   (Dr. Richard E. Smith and Dr. Lisa Bjork are full-time, and Dr. Suzanne Bond, Dr. Thom Dramer, Dr. Bill Prenevost are half-time.) These five faculty members, who all teach in the residency principal certification program, will also be available to teach and supervise professional certificate candidates. Additionally, these faculty members are all former school administrators, and they stay active in the profession through professional organizations, service to AWSP, and writing textbooks and publishing in professional journals.

Support Staff: The School of Education support staff is available to support this program through the Continuing Education office manager and the School of Education certification staff.

Student Advising/Support: A primary support for student advisement is Al Blomquist, who oversees graduate candidates' programs. However, a key element of the Administrator Professional Certificate Program is faculty coaching of candidates through the course of the program.   Admissions advising will also be supported through our Graduate Center.

Travel: Travel is a planned part of the program budget, particularly as it is used for faculty site visits to candidates. Faculty have access to professional development money for personal travel through the university.

Technical Support:
1. Library: In addition to the library on campus, all candidates at SPU have access to the library through online search engines, which enable candidates to use the online data bases for research and reading.
2. Distance Learning: The School of Education has pioneered a completely online Masters' degree, which is now in its eighth year. This experience and strong technical support, has suggested that the use of some online support and discussion board will be part of the program design. Specifically, we will have an online network for candidates through our Blackboard system as well as email coaching between faculty and candidates.
3. Electronic Portfolio: Since the School of Education also uses the Efolio program, *Chalk and Wire*, we will continue to use this platform for assessment and data gathering.

Financial Aid: Financial Aid is available for candidates enrolled in a certification program maintaining 3 or more credits per quarter.

Practica/Internships: Candidates in the Administrator Certificate Program are, by state requirement, employed as school administrators and, consequently, will not have an internship. However, this is a unique program in that it requires job-embedded work of the student with ongoing support in terms of coaching from the university, in partnership with the student's district.

Description of district partnerships:

State wide partnerships: The Administrator Professional Certificate program at Seattle Pacific University is founded on a statewide partnership involving the Association of Washington School Principals, the Washington Association of School Administrators, the Washington Council of Educational Administration Programs (representing all of the state's administrator preparation programs), and the Office of the Superintendent of Public Instruction. This partnership will continue as programs are implemented. Formal partnerships with individual districts (such as are found in teacher Professional Certificate programs) are likely to be limited because of the smaller number of candidates that will be involved. However, programs will regularly communicate and collaborate with districts to ensure that the Professional Certificate process fulfills its vision of job-embedded professional development.

Candidates' Districts: All candidates in the Seattle Pacific University program will be required to submit a letter from their immediate district supervisor.   The letter will indicate the districts' awareness of the candidates' participation and agreement to provide appropriate resources and mentoring to the candidates. Additionally, the draft Professional Growth Plans will be reviewed by the district supervisors and any suggested changes will be considered by the candidates prior to final university approval of the plan.

PEAB Member Districts: We have invited three districts--Renton, Lake Washington, and Lake Stevens— whose administrators serve on our Principals Educator Advisory Board to work closely with us during the next two years of getting the program started. Hopefully, we will have candidates enrolled from these districts so that we can get feedback to monitor and adjust the program as needed.

Description and examples of how the institution infuses diversity into learning opportunities and the campus culture:
A key element of our program will be in supporting school administrators' primary task: ensuring that their schools are working collaboratively to guarantee that all the students are learning. An imperative is to make sure that candidates are culturally competent through interaction with diverse speakers and candidates as well as through curriculum, readings, and an integrative assessment focused on an aspect of closing the achievement gap. Some of our candidates will be working in schools of high poverty and racial and ethnic diversity; others may work in high ELL schools so that the university coach's job is to help them reflect on improving performance in their own context. For those not currently working in such schools, we may be able to partner them with others in their cohort for a more authentic understanding of the issues.

Program location(s):   We plan to have minimal on campus contact with candidates. The Entry Seminar begins with a six hour intensive workshop either on Seattle Pacific University's Seattle campus or on the Whidbey Island site at Camp Casey.   Candidates will continue to meet for three hour Professional Learning

Community seminars once each quarter with their cohort. The site will vary depending on the candidates. All other contacts will be either at the school site, through email or telephone, or through a Blackboard discussion.

Data/information to support need for the program Professional Certificate programs are needed to allow holders of residency principal and program administrator certificates to earn a professional certificate as required by WAC. The 2007-2008 academic year will be the first in which significant numbers of administrators will become eligible for the program.

The best available estimate is that about 300 administrators across the state will need access to professional certificate programs in a typical year. However, since many new administrators are still operating under the initial/continuing certificate system, it will be several years before those full numbers are achieved.

Seattle Pacific University has chosen to develop a program for three reasons: 1) we want to serve our graduates who have completed the residency program through our university; 2) we have experience with successful program development for the teacher professional certificate; and 3) because we have designed a program that is flexible, accessible primarily off-site, and uses online networking, so that it will be available to candidates within a large geographical range.

Approximately 30-35 candidates annually complete the SPU principal profession certification. We expect that many of those will choose to take their professional certificate at SPU as well as others who find our program accessible and relevant to their needs.

Length of program: Minimum of one year, but it could extend longer based on a student's need.

Scheduling	☐ Day Classes	X Evening Classes	X Weekend Classes
Attendance Options	☐ Full-time	☐ Part-time	

Total cost of program: $2,475 flat fee for one year; each additional quarter would be paid separately as needed by the student at a rate of $900 per quarter.

Description of what is unique about the program (how does it fill a niche not filled by existing approved programs):

As of March, 2007, there are no existing approved programs for the administrator Professional Certificate. The proposed program at Seattle Pacific University in common with all other administrator Professional Certificate programs, will provide focused, individualized, and job-embedded professional development to principals, assistant principals, and program administrators in the early years of their careers.

In addition to the similarities in structure and outcomes to the Administrator Professional Certificate programs with other universities, there are some unique characteristics of the Seattle Pacific Program. Our plan for a Administrator Professional Certificate program combines several strengths of the SPU delivery system in other programs that include: cohorts, coaching, intensive seminars, networking, and online discussions.

Accessibility: As you review the Preliminary Program Description and format, you will see that our program will be accessible to most of Western and Central Washington State. We know this works because in our Superintendent Certification Program, we have consistently graduated candidates from Ferndale to the north, Forks and Sequim to the west, Wenatchee and Omak to the east, and Vancouver to the south....and all points in between.

Hallmarks of the SPU Program:
We are committed to the individualized nature of this program, which is driven by each student's self-assessment, professional growth plan that is job-embedded, and final assessment, as well as their school context. We will serve each student with university coaching and collaboration with the district. However, we will balance this individualization with a Professional Learning Community, a cohort of other candidates who can support each other and become what they are trying to implement in their schools. As for format, we will

provide the best of all worlds: quarterly, intensive seminars, ongoing online discussion and networking, and coaching support.

Preliminary SPU Program Description: **See attached, Appendix A.**

Outline of Assessment System:

Common Language for all programs:
In common with other programs, the administrator professional certificate program offered by --------- will assess candidate proficiency through a final presentation using a common rubric based on the professional certificate benchmarks. Program effectiveness will be assessed through candidate surveys following the entry seminar and completion of the program; surveys of individuals who assess the final presentations; and analysis of candidate work samples. The program will also work with state officials to develop means of assessing long-term impact on candidate performance.

Seattle Pacific University:
Self-Assessment: The Administrator Professional Certificate program is based upon the administrator's self-assessment. We plan to use three instruments as pre and post measures for candidates:
1. 360 Degree or POLE Assessment in collaboration with AWSP.
2. Individual District Evaluation tools
3. ISLLC Standards Summative Evaluation from the Residency Certificate

Using these tools, pre and post assessments will determine an individual's growth at the conclusion of the program.

Collection of Evidence with Reflection: Individual candidates will present to a panel, a portfolio of evidence with reflection on how they have met the standards. We will use collaboratively developed rubrics from OSPI to determine whether or not standards were met.

Program Assessment: We will use two of the candidate self-assessments to aggregate data on the POLE 360 and ISLLC Summative Evaluation to determine student growth at the program level. Second, we will aggregate data from rubrics, which we can post through our electronic portfolio system, Chalk and Wire. Finally, we will annually conduct anonymous follow-up surveys to graduates and their employers. As in the residency program, this data from all sources will be shared and discussed with departmental faculty and the PEAB annually.

Contact Information

Name: Lisa Bjork
Title: Associate Professor, Co-chair of Educational Leadership Department
Address:Seattle Pacific University
      School of Education
      Peterson Hall 313
      3307 Third Avenue West
      Seattle, WA 98119
Telephone: 206-281-2554
Fax: 206-281-2756
Email: lbjork@spu.edu

les Steele 3/21/07
Endorsement by Chief Academic Officer   Date

William J. Rowley 3/19/07
Endorsement by Dean of Degree/Certification Unit   Date

APPENDIX A

Seattle Pacific University

PRELIMINARY PROGRAM DESCRIPTION: 3/25/07

Overview

The issuance of Residency and Professional certificates supports the shift of Seattle Pacific University to prepare educators for leadership in competence based systems and further blurs the lines between theory and job-embedded effective practice. This process has helped to establish a vision of the professional educator as a lifelong learner at work throughout his/her career to increase professional competence and move along a continuum of professional knowledge, skills and dispositions. It has further emphasized the need for collegial partnerships to be formed and sustained between institutions of higher education and the P-12 educational community to ensure the highest quality of preparation and ongoing professional development for every educator within the system. The partnership between higher education and school districts also supports the job-embedded goals of the schools and districts in which our candidates work.

We believe this process can best be supported by a combination of individual coaching and support and networked collegial groups. Our program, therefore, contains a small number of on-site, intensive, seminars, with ongoing communication and support between both the university supervisor and the candidate as well as the other members of the cohort. The partnership with districts and other professional organizations is central to the job-embedded nature of the program as well as the broader collegial support for the candidates professional growth. Finally, the purpose of the program is to help the candidate hone their professional skills, sharpen their own belief system in order to do the one important thing: create schools where all children and staff are learning daily.

Guiding Principles

During the dialogue between staff from the Office of the Superintendent of Public Instruction, faculty from institutions of higher education, leadership from professional associations and members involved in the design and implementation of the teacher professional certificate, a set of guiding principles was developed as a way to articulate some basic principles to be used in common as institutions of higher education proceeded with their program design.

- A primary goal of the process is to focus on the **improvement of student learning**.
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- The process is contextual and therefore deeply **job-embedded.**

- A candidate's success is based upon evidence of **demonstrated competence** in meeting standards through a balance of emotional, mental, physical, and spiritual (activities?)

- Professional growth activities should be **aligned to ISLLC standards** and embedded in school and district improvement goals.

- The process is designed to foster **reflection** and deepen a commitment to research-based strategies.

- The process is **collaborative** involving university, district and professional colleagues.

Professional Certification Program Goals

The goals of the Seattle Pacific University Professional Certification Program are:

1. To support and verify candidates' positive impact on student learning, for all diverse groups of candidates, by demonstrating competence on the professional certification standards.
2. To engage candidates in professional collaboration and contribution to collegial decision-making through sharing, analysis and feedback.
3. To integrate candidates' professional development work with appropriate, job-embedded school/district improvement initiatives.
4. To cultivate the habits of research and reflection through a balance of mental, spiritual, social, and physical activities that will inform and energize practice throughout candidates' careers.

Phase I: Self-Assessment:

Format: Individually
Candidates will complete these activities individually prior to attendance at the Entry Seminar.

Activities During Phase I, candidates will:

1. Complete and reflect on a minimum of three self-assessment documents: 360 Degree Review process; Personal Capacity Inventory based on ISLLC Standards; and District Evaluations.
2. Collect and organize artifacts associated with a school learning profile.

Products Completed:
1. Completed Self-Assessments: POLE 360, Personal Capacity Inventory, and District Evaluation.
2. Reflection on candidate's learning from these assessments: strengths and areas of improvement needed.

Phase II: Creating the Personalized Professional Growth Plan

Formats: Entry Seminar: cohort
- Candidates will meet with their cohort and university supervisor in an intensive 6 hour session.
- Follow-up coaching with university supervisor to incorporate district suggestions and finalize PGP.

During Phase II, candidates will:

1. Analyze and interpret the ISLLC Performance Standards and determine how they apply to the candidate's personal leadership assessment information.
2. Analyze their school/district context and develop a School/District Learning Context Profile.
3. Collaborate with their Professional Learning Community in the analysis of specific practices, learning improvement plans, dispositions, and individual strengths and weaknesses to identify key elements to be included in the candidate's professional growth plans.
4. Create a draft Professional Growth Plan. (PGP)
5. Get feedback on the draft Professional Growth Plan from a district supervisor/mentor and make needed revisions in collaboration with the university supervisor/coach.
6. Establish and participate in the professional learning community within which a candidate will complete their Professional Certification process.

Products Completed:
1. An approved Professional Growth Plan.
2. A School/District Learning Context Profile.
3. School Learning Project Proposal

Phase III: Completing the PGP

Formats:
- Quarterly seminars with Cohort Professional Learning Communities (CPLC)
- Ongoing coaching with university supervisor: on-site, on-line.
- Ongoing networking with CPLC via Blackboard and email.
- Job-embedded support and professional development in district.
- Technical coaching for needed specific expertise from district, AWSP, ESD's and other.

Activities: During Phase III, candidates will:

1. Implement a School/District Learning Project to demonstrate the skills research, reflection, and effective use of data in instructional decision making and closing the achievement gap so that all candidates in the school site are learning.
2. Implement the Professional Growth Plans developed in Phase II documenting action steps taken and evidence of impact. This could include up to three additional integrated projects if agreed upon the candidate and university supervisor as indicated by self-assessment data.
3. Begin assembling evidence of meeting standards with reflections for each area.
4. Develop a job-embedded School Learning Project with specifically identified evidence of impact on student learning.

Products Completed:
1. Portfolio of evidence, which includes: completed School Learning Improvement Project.

Phase IV. Presentation of Evidence

Formats:
- Ongoing conversations with university coach and possibly district supervisor
- Meeting with professional panel

Activities: During Phase IV, candidates will:

1. Complete portfolio of evidence with reflections.
2. Prepare and present evidence of meeting program goals to a professional board.

June 25, 2002

Dr. Philip W. Eaton
President
Seattle Pacific University
3307 Third Avenue West
Seattle, WA 98119-1997

Dear President Eaton: *Phil—*

On behalf of the Commission on Colleges and Universities, I am pleased to report that the accreditation of Seattle Pacific University has been reaffirmed on the basis of the recent regular fifth-year interim report and visit. The Commission commends the University for the overall progress it has made regarding the general recommendations in the 1997 Evaluation Committee Report.

In reaffirming the accreditation of the University, the Commission expressed its continuing concern regarding general education and educational assessment and requested the University to submit a progress report in spring 2004 addressing Policies 2.1 - *General Education/Related Instruction Requirements* and 2.2 - *Educational Assessment*. The University is requested to document in detail the assessment activities undertaken in the College of Arts and Sciences.

As you know, the University is scheduled to submit a progress report in fall 2002.

Best wishes for a renewing summer and a productive 2002-2003 academic year.

Sincerely,

Sandra E. Elman
Executive Director

SE:ar
cc: Dr. Cynthia Price, Associate Vice President for Curriculum and Assessment

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